A 1 Strategy I - Trad							Н	I	J	K	L	М	N	0	Р	Q	R	S	Т	U	V	W	Х	Υ	Z	AA	AB	AC	AD	AE	AF	AG A	H AI	AJ	AK
	lote: Any add	itions or cha	nges to prev	rious data si	hould be er		d. This appli																	s number sh											
3 Contributing	Kespor		Baseline	larget		June 2007	June 2008	June 2009	June 2010	June 2011	June 2012	June 2013	June 2014	-		June 2007	June 2008	June 2009	June 2010	June 2011	June 2012	July 2012- June 2013	June 2014			June 2007	June 2008	June 2009	June 2010	June 2011	June 2012	July 2012- July 2 June 2013 June 3	2014 June 2014		Explanatory Comments
4 Actions/Deliverab	les Agenc	Staff Member	Year	Year	Total Achieved	% of Population	% of Population	% of Population	Total Population	Total Tot Population Popula	tal Total ation Population	Total Population																							
5 Goal: Identify and	Provide Suppo	ort to Low-Pe	rforming Sc	hools																															
Schools in MSDE 6 Improvement Status	MSDE	Johnson	2005/2006	2013/2014	234	232	233	218	199	203	325	NLA	NLA	0	17.3%	17.2%	17.1%	16.0%	14.5%	14.8%	23.6%	NLA		0.0%	1350	1349	1363	1363	1372	1375					No longer applicable (NLA), beginning with school year 2012-13 (not compatible with Maryland's new accountability system under approved ESEA Flexibility). See schools in strands 4 and 5.
Number of Schools in Strands 4 and 5 Priority Schools by Management of	MSDE	Johnson	2012/2013	3							165	497									12.0%	36.1%									1378	1375			New measure beginning with school year 2012-13, based on assessment results from 2011-12 and other measures.
8 of Improvement	MSDE	Lamb	2010/11	2012/13		na	na	na	na	11	16	21	21	21			na	na	na	na	5.0%	5.0%	5.0%	lowest 5%											5% of Title I schools.
9 Turnaround School		Lamb				na	na	na	na	6	8	8	8				na	na	na	54.5%	50.0%	38.1%	38.1%												The 4 models are specified in federal School Improvement Grant regulations. Percentage equals as a percentage of Priority schools by model of improvement.
11 Restart Schools	MSDE	Lamb				na na	na na	na na	na na	5	8		5				na na	na na	na na	45.5%	0.0% 50.0%	38.1%	23.8%												No schools used this model.
12 Closure Schools Implement the sever	MSDE	Lamb				na	na	na	na	0	0	0	5				na	na	na	0.0%	0.0%	0.0%	23.8%												
13 turnaround principles	MSDE									0	0	0	3							0.0%	0.0%	0.0%	14.3%												
14 Model Not Yet Select Number of teachers in low-performing schools receiving RT	staff	Lamb				na	na	na	na	0	0	5	0				na	na	na	0.0%	0.0%	23.8%	0.0%												
15 stipends	MSDE	Gable								<u> </u>	105	55															1								
16 Goal: Track and Im # of Non-Charter Pu		School Perfe	rmance	1			1	1		1		1	1	1			1								1									1	
17 Schools	MSDE	Johnson	2005/2006	5	1334	1340	1335	1338	1335	1333	1332	1325			98.9%	98.3%	97.8%	97.5%	96.9%	96.8%	96.7%	96.4%			1349	1363	1365	1372	1377	1377	1378	1375			Total Population = Total Public Schools
Non-Charter Public 18 Schools Meeting AY	P MSDE	Johnson	2005/2006	6	1028	1040	1117	1040	912	748	NLA	NLA			77.1%	77.6%	83.7%	77.7%	68.3%	56.1%	NLA	NLA		100.0%	1334	1340	1335	1338	1335	1333	NLA	NLA			No longer applicable (NLA), beginning with school year 2011-12 (not compatible with Maryland's new accountability system under approved ESEA Flexibility). See schools in strands 1, 2 and 3. Total population = Total Non-Charter Public Schools.
Non-Charter Public Schools in Strands 1	, 2 MSDE	Johnson	2011/2012								1168	833									87.7%	62.9%			1332						1332	1325			New measure beginning with school year 2012-13, based on assessment results from 2011-12 and other measures. Total population = Total Non- Charter Public Schools.
20 Charter Schools	MSDE	Johnson	2005/2006		15	23	30	34	42	44	46	50			1.0%	1.7%	2.2%	2.5%	3.1%	3.2%	3.3%	3.6%			1432	1363	1365	1372	1377	1377	1378	1.375			% = as a percentage of total public schools
Charter Schools Mer 21 AYP			2005/2006		8	10	21	20	24	13	NLA	NLA			53.3%	43.5%	70.0%	58.8%	57.1%	29.5%	NLA	NLA			15	23	30	34	42	44	NLA	NLA			No longer applicable (NLA), beginning with school year 2011-12 (not compatible with Manyland's new accountability system under approved ESEA Flexibility). See schools in strands 1, 2 and 3. Total population = Total Charter Schools.
Charter Public Scho 22 in Strands 1, 2 and 3		Johnson	2012/2013	3							45	45									97.8%	90.0%									46	50			New measure beginning with school year 2012-13, based on assessment results from 2011-12 and other measures.Total population = Total Charter Schools.
23 Goal: Track Schoo	Safety Data																																		
Reported Bullying	MSDE	Lamb	2005/2006		2165	1470	1294	1689	3818	4678	5213				0.3%	0.2%	0.2%	0.2%	0.5%	0.5%	0.6%				860.021	851.640	845,700	843.861	848.362	852.157	854.086				Data is available in March for the prior school year.
25 % per 1000 students			2005/2006		2100	1.7	1.5	2.0	4.5	5.5	6.1				0.570	V.Z.70	0.270	U.Z./0	0.570	0.070	0.070				300,021	001,040	040,700	040,001	340,302	302,137	004,000				Data is available in March for the prior school year.
Bullying Allegations 26 Found to be False	MSDE		2005/2006		2.5	36	38	37	126	189	226				1.8%	2.4%	2.9%	2.2%	3.3%	4.0%	4.3%				2165	1470	1294	1686	3818	4678	5213				Data is available in March for the prior school year.
27 % of total incidents	MSDE		2005/2006		1.0	2.4	2.9	2.2	3.3	4.0	43				1.070	2.770	2.070	L.L /0	J.J/0	4.070	4.570				2100	1470	1234	1000	3010	4070	3213				Data is available in March for the prior school year.
E. To or total molderits	JDL	Lustin	_000, _000		1.0		2.0		0.0	4.0	4.5																								

A	В	С	D	E	F	G	Н		J	1	K	K L	K L M N O P Q	K L M N O P Q R S	K L M N O P Q R S T U V	K L M N O P Q R S T U V W X
Strategy II: Raise Academic Standards & A	Adopt Asses	sments														
			anger to n	revious data sh	sould be	entered in red. This appli	es to all data before the current reporting period	4					Mate: T	New Test Population is supervision	Nets Tatal Provincia is not controlled to a controlled to a controlled This work	Note: Total Population is automatically calculated. This number should be used to verify
		nsible		Timeframe	iouiu be		es to all data before the current reporting period	<u>u</u> .					NOTE: IT	note: Total Population is automatic	Note: 1 otal Population is automatically calculated. This numb	Note: Total Population is automatically calculated. I his number should be used to verify
Contributing Actions/Deliverables		ties		Timename		October 2013	October 2013	August 2012	August 2012		4					
4		0-4		Target Co	mpletio	Select status from	Description of Progress	Select status from	Description of Progress							
4	Agency	Member	Start Date	End Date n	Date	dropdown menu	,	dropdown menu		I	<u>I</u>			<u> </u>	<u> </u>	
							•		·							
Goal: Develop a Statewide Curriculum Align	ned to the Co	ommon Co	ore Standar	rds			Full implementation of the Common Core State									
							Standards began at the beginning of the 2013-									
							2014 school year in all 24 LEAs MSDE began		There are two model units, two lessons per	ı						
					- 1	In Development/On Time	district site visits in Nov. 2013 to provide	In Development/On Time	model unit, and lesson seeds for every grade	ı						
Develop a Statewide Curriculum Aligned to the							additional support to teachers and educators in		Prek-12 that are complete and will be posted on	ı						
6 Common Core Standards	MSDE	Johnson	Jul-2011	2013-14			the LEAs.		the MSDE website in August.	l						
										ľ						
7 Goal: Begin testing on core standards using	g internation	ally bench	hmarked as	ssessments by	SY 2014	-2015										
							Field Testing for the development of PARCC									
						Implementing/On Time	assessment items will be conducted in March- May, 2014. One classroom in all 1450 schools in	In Development/On Time	Sample assessment items are slated to be							
P Develop PARCC Assessments	MSDE	.lohnson		2014-15					Sample assessment items are slated to be shared by PARCC in August, 2012.	ı						
Develop FAINGO Assessments		JUINSUII					Maryland will participate. K-12 Benchmarks will be determined after the		silated by FANCO III August, 2012.	ı						
9 Identify K-12 Benchmarks	MSDE	Johnson		2014-15	- 1	Implementing/On Time	Operational Assessment in spring, 2015	In Development/On Time		ı						
10 Reading	MSDE	.lohnson		2014-15		Implementing/On Time	Reading Scaled scores will be determined after the Operational Assessment in spring, 2015	In Development/On Time		ı						
U Iteauliy	MODE	JUINSUII			_		writing scaled scores will be determined after the			ı						
11 Writing	MSDE	Johnson		2014-15		Implementing/On Time	Operational Assessmnt in spring, 2015	In Development/On Time		ı						
12 Mathematics	MSDE	Johnson		2014-15		Implementing/On Time	Mathematics scaled scores will be determined ofter the Operational Assessment in spring 2016	In Development/On Time								
		Johnson			_		after the Operational Assessment in spring, 2015 The PARCE Governing Board in collaboration	· · · · · · · · · · · · · · · · · · ·	Draft PL descriptors snared for public comment							
13 Identify College Ready Performance Levels	MSDE	Johnson		2014-15		Implementing/On Time	with ACER (Higher Education) will determine	In Development/On Time	and should be approved Fall 2012.							
								·	The PARCC assessments are the internationally							
									benchmarked assessments that will test	ı						
									Common Core. Current timelines are for item piloting in 2012-13, field testing in 2013-14 and	ı						
									full testing in 2012-13, field testing in 2013-14 and full testing in 2014-15, followed by standards	ı						
						Implementing/On Time		Awaiting Other Actions	full testing in 2014-15, followed by standards setting, Also, PARCC has recently released							
							PARCC assesment items related to English		specs for technology needed to give the							
Test on Core Curriculum using PARCC							Language Arts and Mathematics will be part of		assessments. First phase of technology							
14 Assessments	MSDF	Johnson		2014-15			the field test in spring, 2014 in grades 3-11.		readiness survey has been completed							

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			C	D	L		g	11	ı	J	K	L	
1	Strategy III: Build Statewide Longitudinal Data System												
2	Note:	Any addi	itions or cha	nges to pre	evious data	should be	ntered in red. This applies to al	I data before the current reporting period.					
	Contributing Actions/Deliverables	Respons	si	Timefram	n		October 2013		August 2012				
3	Contributing Actions/Deliverables	ble		е			October 2013	October 2013	August 2012	August 2012			
		Agency	Staff	Start Date	Target	Completion	Select Status from Dropdown	Description of Progress	Select Status from Dropdown	Description of Progress			
4		Agency	Member	Start Date	Target End Date	Date	Menu		Menu				
۱.													
6	Goal: Develop and Implement the Maryland Longitudin			tne 12 Ess	ential Elem		0	ı	0				
7		MSDE MSDE	Johnson Johnson	_		2008 Pre 1990	Completed Completed		Completed Completed				
8		MSDE	Johnson	-	+	Pre 1990	Completed		Completed				
9		MSDE	Johnson			1101000	Completed		Completed				
10	Student-level Test Data	MSDE	Johnson			2004	Completed		Completed				
	Information on Unterted Students by Crade and Subject	MSDE	Johnson			2009	Completed						
11	Information on Untested Students by Grade and Subject						· ·		Completed				
12		MSDE	Johnson			2011	Completed		Completed				
13	Linkage of Teacher Identifier with Student Identifier	MSDE	Johnson	4	1	2012	Completed	All 24 Locals have installed the USM	Completed				
14	Student-Level Course Completion (Transcript) Data	MSDE	Johnson		2012-13	2013	Completed	standardized transcript system for usage	In Development/On Time				
15	Student-Level SAT, ACT, and AP Exam Data	MSDE	Johnson		1	2008	Completed	standardized transcript system for dauge	Completed				
	Information on Transition into Higher Ed: Remediation		COMMON		0 0044	2000							
16	Rates	MHEC			Sep-2011		[Select Status]		[Select Status]				
	Information on Transition into Higher Ed: Alignment &	MHEC			Sep-2011		[Select Status]		[Select Status]				
17	Preparation						[STITE OLUMNI)	This are in this are to a little and the same of the s	[
								This project is on track for expanding the data and reporting capabilities of the system. The		The project manager met with LEA and internal			
1	Enhance Educator Information System (EIS) to improve	MSDE	Satterfield	Sept.	Jul-2014		In Development/On Time	certification portal will be improved with the	In Development/On Time	MSDE stakeholders to determine data needs;the			
1	data collection related to teacher characteristics		Cattornoid	2010	507 2014		Dovoloplongon Tille	addition of a public educator search, The test	Do to op on Time	project is currently developing workflow			
18								environment will be available in early 2014.		applications.			
	Goal: Achieve Data Quality Campaign 10 state												
19	actions							D 11 1 E 1 D 1 O 1 O 1					
20	Links state K12 data systems with early learning, postsecondary education, and workforce	MSDE	Johnson				Completed	Completed according to Data Quality Campaign standards	Completed	Completed according to Data Quality Campaign standards			
20			+					Standards		Exploring General Funds for FY 2013 and FY			
21	Create stable, sustained support for P-20 system	LDS GB	Passmore	Apr-2012	2 Jul-2012		[Select Status]		[Select Status]	2014 in addition to chargeback funds.			
	Develop governance structures	LDS GB	Passmore				[Select Status]		[Select Status]	Completed according to Data Quality Campaign			
22	Borotop governance ou actained	LDC CD	- docinore				[coloct ctatac]		[coloct ctatac]	standards			
22	Build state data repositories	LDS GB	Passmore				[Select Status]		[Select Status]	Completed according to Data Quality Campaign standards			
23	Implement systems to provide timely access to			1	1					Initial dasshboards and reporting will be on line in			
24	information they need while protecting student privacy	LDS GB	Passmore	Jan-2011	1 Sep-2012		[Select Status]		[Select Status]	Fall 2012.			
	Create progress reports using individual student data to	MSDE	Johnson				Completed	Completed according to Data Quality Campaign	Completed	Completed according to Data Quality Campaign			
25	improve student performance (P-12)		301113011				Completed	standards	Completed	standards			
	Create reports using longitudinal statistics to guide	MHEC, MSDE,					[Calant Status]		[Calant Status]				
26	systemwide improvement efforts (P-12)	LDS GB					[Select Status]		[Select Status]				
		LDC CD											
	Develop a P-20/workforce research agenda	LDS GB	Passmore	Son-2011	2 2012-13		[Select Status]		[Select Status]	This is a major task for when the Data Center comes online to develop a research agenda that			
	Develop a F-20/Worklorde research agenda	LD3 GD	rassiliole	3ep-2012	2 2012-13		[Select Status]		[Select Status]	extends beyond basic dashboarding and reports.			
27					1								
										Curriculum management system is in development. System will enable teachers to			
	Promote educator professional development and									access LDS data, interventions, formative			
	credentialing (P-12)	MSDE	Johnson				[Select Status]		In Development/On Time	assessments, curriculum units, etc. PD will be			
	,									provided during Educator Effectiveness			
28										Academies in summer 2013.			
200	Promote strategies to raise awareness of available data	MSDE	Johnson		Sep-2011		Completed	Completed according to Data Quality Campaign	Implementing/On Time	MSDE RTTT Portal access for local school systems			
29	(P-12)						•	standards		systems			
30	Goal: Create the Maryland Longitudinal Data Center												
										Working on an accelerated timeline. An RFI has			
	Governing Board selects Location for P-20 Center	LDS GB	Passmore	Mar-2012	2 Sep-2012		[Select Status]		Awaiting Approval	been prepared for the initial placement of the			
31								<u> </u>		Center.			
	Create fiscal model to articulate agency and partner									Dependent on State fund allocation, but will be			
1	participation	LDS GB	Passmore	Sep-2012	2		[Select Status]		Later Planning	dependent on co-service agreements to minimize			
32										cost to the Center. Exploring legal model.			
	Based on Fiscal Model, Create Data Research Priority	LDS GB	Passmore	Sep-2012	2		[Select Status]		Initial Planning	Priority task of the Center when it comes on line.			
33	Plan		. acomore	55P 2012			[OUIOU. Olulus]		g	·			
1	Create Detailed Privacy, Security, and Data Release	LDS GB	Passmore	Feb-2013	2 Sep-2012		[Select Status]		In Development/On Time	Consultant hired and developing policy proposal for the board. The board will review in summer			
34	Policies	LD3 GB	rassiliore	1 65-2012	Jep-2012		[Select Status]		In Development/On Time	2012.			
	Hiro an executive director	LDS GB	Dacemore	Mar 2046	2 Jul 2040		[Soloct Status]		Awaiting Other Actions	Dependent on funding, interim or permanent			
35	Hire an executive director			Mar-2012			[Select Status]		Awaiting Other Actions	Center leadership will be hired.			
36	Open P-20 Center with Routine Data Streams Provide Data Products to Audiences	LDS GB	Passmore		Dec-2012		[Select Status]		In Development/On Time				
3/	Provide Data Products to Audiences	LDS GB	Passmore		Dec-2012		[Select Status]		In Development/On Time				
38	Goal: Establish Maryland P-20 data infrastructure												
	Establish system for Determining and Changing			Nov-2011	1 Oct-2012		[Soloct Status]		In Development/On Time				
39	Data Standards and Definitions			1NUV-2011	000-2012		[Select Status]		In Development/On Time				
40	Develop data architecture definitions, and other	MLDC	Goldstein	Mar-2012	2 Sep-2012		[Select Status]		In Development/On Time				
40	supporting material for LDS policy questions									Phase 1 to be completed by Sep 2012. Tri-			
1	Data streams from MSDE, MHEC, and DLLR to P-20	MLDC	Goldstein	Jun-2012	2 Sep-2012		[Select Status]		Awaiting Other Actions	Agency MOU draft distributed to agencies for			
41	Database									review.			
	Establish Protocol for Developing and Modifying Data	MLDC	Goldstein	Mar-2012	2 Sep-2012		[Select Status]		In Development/On Time	Phase 1 to be completed by Sep 2012. Roles			
42	Standards and Definitions							l		and responsibilities under development.			

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								Comprehensive Education	n Plan			
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	Strategy III: Build Statewide Longitudinal Data System	n										
2	Note:	Any addit	ions or char	nges to pre	evious data	should be	entered in red. This applies to all	data before the current reporting period.				
3	Contributing Actions/Deliverables	Respons		Timefram			October 2013	October 2013	August 2012	August 2012		
4		Agency	Staff Member	Start Date	Target End Date	Completion Date	Select Status from Dropdown Menu	Description of Progress	Select Status from Dropdown Menu	Description of Progress		
43	Establish Quality Assurance procedures for P-20 data	MLDC	Goldstein	Mar-2012	Sep-2012		[Select Status]		In Development/On Time	Phase 1 to be completed by Sep 2012. QA routines will be developed as data is loaded from the 3 data streams (MSDE, MHEC, DLLR)		
44	Communication and Data Flow			Mar-2012	Sep-2012							
45	All LEAs have adopted Electronic Transcript with SASIDs	MSDE	Johnson	Mar-2012	Sep-2012			All 24 Locals have installed the USM standardized transcript system for usage	17/24	Carroll, Allengany, Howard and Wilcomico implemented. 13 LEAs implementing for Sep delivery. By Aug 3-5 additional LEAs in		
46	All Community Colleges can receive Electronic Transcript with SASIDs	USM	Spicer		Sep-2012		[Enter # of CCs Adopting]		18			
47	All Community Colleges can send Electronic Transcript with SASIDs	USM	Spicer		Sep-2012		[Enter # of CCs Adopting]		14			
48	All Public 4-year Institutions can send Electronic Transcript with SASIDs	USM	Spicer	Mar-2012	Sep-2012		[Enter # of Pubic 4-year Adopting] (Max 14)		3			
49	All Public 4-year Institutions can receive Electronic Transcript with SASIDs	USM	Spicer	Mar-2012	Sep-2012		[Enter # of Pubic 4-year Adopting] (Max 14)		13			
50	All Independent Instutions can send Electronic Transcript with SASIDs	USM	Spicer	Mar-2012	Sep-2012		[Enter # of Indp Inst Adopting]		0			
51	All Independent Institutions can receive Electronic Transcript with SASIDs	USM	Spicer	Mar-2012	Sep-2012		[Enter # of Indp Inst Adopting]		4			
52	SASID ID included in all routine reporting streams to MHEC	MHEC			Sep-2012		[Select Status]		[Select Status]			
53	Determine and Address the Gaps in existing state data		Passmore				[Select Status]		Completed			
54	Identify existing data gaps	LDS GB	Passmore			Jan-12	[Select Status]		Completed			
55	Create plan to address specific gaps	LDS GB	Passmore	May-2012	Oct-2012		[Select Status]		Implementing/On Time			
56	Goal: Meet Federal Assurances											
57	Capacity to Communicate with Higher Ed & Workforce Data Systems	MSDE	Johnson				[Select Status]		Completed			

A Strategy IV: Close the "Readiness Gap" and Improve							I	J	К	L	М	N	0	Р	Q	R	S	Т	U	V	W	Х	Y	Z	AA	AB	AC	AD	AE	AF	AG AH	Al	AJ
Note: A	ny additions or ch Responsible Parti	anges to pr	evious data	should be en		This applies	to all data b	efore the cu	July 2010-	g period.	July 2012-	July 2013-	Target	Baseline	July 2006-	July 2007-	July 2008	lote: Perce	ant of Popula	ation is auto	matically ca	July 2013-	number sho						July 2010-	July 2011-	July 2012- July 20	3 Target	Explanatory Comments
3 Contributing Actions/Deliverables	Agency Staff Men			Total	June 2007 Total	June 2008 Total	June 2009 Total	June 2010	June 2011 Total	June 2012 Total	June 2013 Total	June 2014 Total	Total	% of	June 2007 % of	.lune 2008 % of	% of	lune 2010 % of	June 2011 % of	June 2012 % of	June 2013 % of	June 2014 % of	% of	Total	June 2007 Total	June 2008 Total	Total	Total	June 2011 Total	June 2012 Total	June 2013 June 20 Total Total	14	
5 Goal: Increase elementary and secondary school rea	diness through ea	rly childhoo	od programs	Acilleved	Actileved	Acileved	Actieved	Actileved	Authored	Acilieved	Autheved	Acilieved	Achieved	r opulation	r opulation	r opulation p	r opulation j r	opulation	ropulation	ropulation	ropulation	Population	r opulation	ropulation	r opulation	ropulation	ropulation	ropulation	ropulation	ropulation	Population Popula	om ropulatio	
Children in Early Childhood Programs in Public Schools (3 and 4 year olds) Census should be used for population total	MSDE Grafwall	Sept ner 2005	t. 5 2015	24,219	25,674	27,179	28,783	28,626	29,377	28,850	27,443		29,415	16.1%	17.0%	18.1%	19.3%	19.1%	20.1%	19.8%	18.3%			150,242	150,366	150,576	149,147	149,656	146,130	145,795	149,743		Data is available end of December.
7 Goal: Close the performance gap amongst subgroups	s on the Maryland	Model for S	tudent Readi	iness							ı																						MMSR Composite Score data as
Children Entering Kindergarten "Fully Ready"																																	reported in MSDE's annual School Readiness reports; data is available late
8 (Composite MMSR Score)	MSDE Grafwall	ner 2005/	06 2015	31,948	35,326	38,751	42,366	43,525	50,243	52,928	54,400			60.0%	67.0%	68.4%	73.0%	78.0%	80.9%	83.0%	82.0%		90% *	53,148	52,608	56,634	57,775	55,965	62,119	63,971	66,384	70,683	March for the current school year. * Beginning with school year 2014-15, there will be a new kindergarten
9 American Indian/Alaskan Native	MSDE Grafwall MSDE Grafwall	ner 2005/		163 1.950	184	168 2,524	192	210	184	201	184			64.0%	66.0% 74.0%	67.0%	71.0% 80.0%	75.0%	76.0%	82.0%	82.0%			254	280	252	272 3,658	280	242	246	224		readiness assessment, CAS. Targets will need to be recalculated.
11 African-American 12 Native Hawian/(Pac. Islander FY 2011>)	MSDE Grafwall MSDE Grafwall	ner 2005/ ner 2005/	06 06	9,793	11,453	12,490	13,906	13,748		16,440 115	17,262 109			52.0%	61.0%	62.0%	69.0%	71.0%	83.0% 76.0% 85.0%	86.0%	86.0% 79.0% 83.0%			18,964		20,024	20,031	19,280	20,474 162	20,870 134	21,863 131		
13 White 14 Hispanic 15 2+ Races (Non-Hisp./Latino)	MSDE Grafwall MSDE Grafwall MSDE Grafwall	ner 2005/ ner 2005/	06	17,382 2,353		19,689 3,785			22,782 6,322 2.034		7,712			69.0% 46.0%		75.0% 57.0%	78.0% 63.0%	85.0% 66.0%	88.0% 70.0% 83.0%	74.0%	88.0% 71.0% 85.0%				24,901 5,319		26,697 7,061	25,253 7,331		9,956			
16 FARMS Score 17 Non-FARMS Score	MSDE Grafwall MSDE Grafwall	ner 2005/		9,043 22,631	10,960 23,920	12,882 25,772	27,555	27,409	19,200 31,043	21,870 31,058	23,265 31,058			48.0% 67.0%	73.0%	74.3%	79.0%	84.0%	73.0% 87.0%	76.0% 88.0%	76.0% 87.0%		84% *	18,936 33,671	32,783	34,674	22,631 35,061	32,602	26,252 35,866	28,609 35,361	30,719 35,552	33,320	
19 Non-English Language Learner Score	MSDE Grafwall MSDE Grafwall MSDE Grafwall	ner 2005/	06	29,818 1,618	29,590 1,899	35,248 1,958	39,055 2,126	38,586 2,309	5,882 44,361 2,834	46,130 3.065	47,625 3,001			45.0% 62.0% 37.0%	49.0% 70.0% 43.0%	70.1% 43.1%	75.0%	80.0%	83.0%	85.0%	84.0%		76% *	4,209 48,439 4,378	4,782 42,024 4,436	6,217 50,267 4,548	5,425 52,270 4,513	7,641 48,304 4,532	53,427 5,082	9,503 54,467 5,220	9,743 56,528 5,276	6,163	
	MSDE Grafwall	ner 2005/	06	30,076	33,136	36,686	40,172	41,204	47,409	49,863	51,320			62.0%	70.0%	70.7%	76.0%	80.0%	83.0%	85.0%	84.0%			48,253	47,634	51,915	53,158	51,411	57,037	58,750	60,993		MMSR Language and Literacy domain score data as reported in MSDE's annual
22 Language and Literacy Domain Score 23 American Indian/Alaskan Native	MSDE Grafwall	ner 2005/	06	27,351 136	30,392 161	33,045 156 2,260	36,049 169	37,614 182	44,154 156 2,869	46,811 169	48,102 160			50.0% 53.0%	56.0% 56.0%	57.7% 60.0%	62.0% 62.0%	67.0% 65.0%	71.0% 64.0%	73.0% 69.0%	72.0% 71.0%		79% *	54,513 260	53,909 288	57,315 259	58,113 272 3,684	56,068 281	62,119 242	63,972 246	66,404 224	69,395	School Readiness reports
24 Asian/(Pac. Islander >FY 2010) 25 African-American 26 Native Haw./(Pac. Islander FY 2011>)	MSDE Grafwall MSDE Grafwall MSDE Grafwall	ner 2005/ ner 2005/	06 06	8,497	9,790	10,488	11,858	11,725	13,686	14,469	93			57.0% 44.0%	51.0%	66.0% 52.0%	59.0%	61.0%	67.0% 74.0%	69.0% 78.0%	70.0% 71.0%			19,413	19,053	20,211	20,220	19,302	20,474	20,871	21,871		
27 White 28 Hispanic 30 24 Pages (Non High / Letins)	MSDE Grafwall MSDE Grafwall MSDE Grafwall	ner 2005/ ner 2005/	06	15,028 1,718	16,164 2,144	17,287 2,776	18,082 3,299	19,221 3,658	20,493 4,997 1,833	21,170 5,821	21,188 6,109			58.0% 33.0%		41.0%	46.0%	76.0% 50.0%	79.0% 56.0%	81.0% 58.0%	80.0% 56.0%			25,926 5,247	25,402 5,551	26,562 6,702	26,767 7,114	25,292 5,344	26,036	26,286 9,956	26,580 10,886 2,925		
30 FARMS Score 31 Non-FARMS Score	MSDE Grafwall MSDE Grafwall	ner 2005/ ner 2005/	06 2015 06	19,731	1,431 28,720	10,233 22,731	24.208	13,081 24,522	16,001 28 153	18,505 28,306	19,670 28,369			38.0% 57.0%	45.0% 63.0%	46.5% 64.7%	52.0% 69.0%	56.0% 75.0%	61.0% 78.0%	65.0% 80.0%	64.0% 80.0%		72% *	34.648	33,600	35 147	22,796 35,233	23,379 32,669	26,252 35,866	28,609 35,362	30,733 35,558	33,320	
33 Non-English Language Learner Score	MSDE Grafwall MSDE Grafwall MSDE Grafwall	ner 2005/	06 2015 06 2015	1,351 25,783	1,657 25.896	2,419 30.455	2,381 33.630	3,719	4,587 39,567	5,273 41.538	5,178 42.861			27.0%	33.0% 60.0% 32.0%	38.2% 59.9% 31.8%	44.0% 64.0% 35.0%	49.0% 70.0% 39.0%	53.0% 74.0% 44.0%	55.0% 76.0% 47.0%	53.0% 76.0% 45.0%		64% * 59% *	4,330 49,677 4,511	5,009 43,044 4,529	6,327 50,825 4,603	5,463 52,569 4,534	7,666 48,382 4,549	8,692 53,427 5,082	9,503 54,468 5,220	9,743 56,548 5,278	11,853 6,970	
35 Non-Children with Disabilities Score 36 Goal: Double the number of Students Graduating As	MSDE Grafwall MSDE Grafwall			25,898	28,720	31,489	34,401	35,828	41,913	44,367	45,650			52.0%	59.0%	59.9%	64.0%	70.0%	73.0%	76.0%	75.0%	L		49,479	48,794	52,539	53,475	51,497	57,037	58,751	61,011	48,392	
37 Maryland Scholars Percentage of Students Graduating As Maryland	MBRT Streckf	us 2008	3 2011	20,000		24,691	28,186	28,831	29,121	30,580			40,000	35%		41.7%								57,564		59,171	58,304	59,078	58,745	58,810			30,829 more MS grads (since 2007) 44% increase 2013 data available in
38 Scholars 39 Goal: Continue to annually increase the number of str	MBRT Streckf		2011 nd the mean s	scores.			1							34.7%		42.0%	48.0%	49.0%	50.0%	52.0%			66.7%										December
				52763	53.682	54 677	54 771	52.949	50	F0.5:-	F0.5			75.00/	77.9%	70.00	80.7%	77.004	70 70	04.70	04			70 031	60.001		07.6	00.0	07.0	05			Data is available in September for the prior October. Total population is total
40 Students taking PSAT Exams - Sophomores 41 Mean PSAT Score - Sophomores 42 Critical Reading	MSDE Johnso MSDE Johnso MSDE Johnso	n 2005/	06	124.4	53,682 120.3 40.6	120.0	121.2	120.5	53,449 122.1 40.8	53,847 122.2 41.6	52,978 122.8 41.7			75.3%	77.9%	79.9%	80.7%	77.8%	78.7%	81.7%	81.7%			70,031	68,921	68,452	67,829	68,025	67,923	65,895	64,841		sophomores.
43 Math 44 Written	MSDE Johnso	n 2005/ n 2005/	06	41.4 42.8	41.1 38.6	41.1 39.1	42.5 39.1	41.3 39.1	42.5 38.8	41.4 39.2	39.6			56.7%	eE 20/	66.5%	60.00/	58.1%	E0.00V	61.7%	61.3%			62.864	64 404	62.044	62.000	62 500	60.077	64 004	60.657		Total and plating in total inciden
46 Mean PSAT Score - Juniors 47 Critical Reading	MSDE Johnso MSDE Johnso MSDE Johnso	n 2005/ n 2005/	06 06	140.5 45.5	132.9 44.7	132.6 44.0	132.8 43.5	136.2 46.3	36,842 137.3 47.3	135.9 45.8	137.1 46.0			30.776	65.3%	00.376	69.2%	30.176	58.6%	01.778	01.576			02,004	64,124	02,014	02,800	62,598	02,011	01,024	00,037		Total population is total juniors.
	MSDE Johnso				45.1	45.1 43.5	45.9 43.4	45.4 44.5	45.8 44.2	46.2 43.9	46.4 44.7																						
50 Goal: Continue to annually increase the number of st	udents taking SAT	/ACT exam	s and the me	an scores.													T	I						I				1					Information is released each year late August or September, Total population
51 Students taking SATs	MSDE Johnso	2005/		34,939		36,368	33,696			38,386	39,824			62.9%	64.9%	61.5%	57.8%	59.5%	65.4%	65.3%	NYA			55,538	57,564	59,171	58,304	59,080	58,745	58,810	NYA		equals number of graduates (not yet available for 2012-13).
51 Students taking SATs 52 Mean SAT Score → 53 Math 54 Critical Reading 55 Written		2005/	06 2015 06 2015 06 2015	495	491	490	492	495	492	489	487		1,481 499 493																				
55 Written		2005/	06 2015	491	487	490	488	488	483	480	476		489																				Information is released each year late August or September. Total population
56 Students taking ACTs		2006/	07	6,230	6,230	7,449	8,136	8,704	9,301	9,890	10,216			10.8%	10.8%	12.6%	14.0%	14.7%	15.8%	16.8%	NYA			57,564	57,564	59,171	58,304	59,080	58,745	58,810	NYA		equals number of graduates using leaver rate
56 Students taking ACTs 57 Mean ACT Score → 58 Math 59 English 60 Reading 61 Science	MSDE Gable	2006/ 2006/ 2006/	07 2015 07 2015 07 2015	21.2 21.2 20.5	21.2 21.2 20.5	21.5 21.7 20.9	21.6 21.7 21.1	21.8 22.0 21.2	21.7 21.9 21.1	21.7 21.9 21.0	22.0 22.1 21.3		22 22 22																				ACT data is not available for 2005-06.
60 Reading 61 Science		2006/	07 2015 07 2015	21.5 21.0	21.5 21.0	21.8 21.1	21.8 21.2	21.9 21.5	21.8 21.4	21.9 21.5	22.3 21.8		23 22																				
62 Goal: Continue to annually increase the number of st	[general	ed								r.																			1				
63 Total students taking IB Exams or AP Exams 64 Students taking IB Exams	MSDE Gable	2005/	06 2010	37,006 1,423	40,133 1,677	44,094 1,745	47,826 1,884	47,825 2,008	54,737 2,219	57,561 2,496	59,725 2,489		64,979 1939																				IB data is available late September/October.
64 Students taking IB Exams 65 IB exams with an IB Exam Scores of 4 or Higher 66 Students taking AP Exams 67 African American 68 Hispanic 69 Caucasian		2005/	06 2010	2,723	3,641	3,730 42,349	3,608 45,942	4,068 49,506	4.097	5.009	5.132		3714 46,744																				AP Data is available late September.
68 Hispanic 69 Caucasian		2005/	06 2012 06 2012 06 2012 06 2012	22,414	23,329	24,385	25,914	27,133	28,545	29,653	30,762		6,701 2,702 28,356																				
70 Asian 71 AP Exams taken 72 African American		2005/	06 2012 06 2012	4,341 65,700	4,780 71,278	5,248 78,094	5,733 85,235	6,114 91,471	6,513 97,756	6,919 102,774	7,477		5,811 86,640 10,375																				AP Data is available late September.
Fissuence Fiss	MSDE Johnso	2005/ n 2005/	06 2012 06 2012 06 2012	3,341 41,274	3,707 43.672	4,520 45,247	5,119 48,512	5,693	6,447 54,152	6,769 56,289	8,087 59,532		4,506 53,084 12,899																				
		2005/	06 2012	9,557	10,612	11,856	13,259	13,789	14,707	15,688	17,141																						AP Data is available late September. Total population equals total number of
76 AP exams with a score of 3 or higher 77 African American 78 Hispanic 79 Caucasian		2005/ 2005/ 2005/	06 2012 06 2012	6,823	45,029 2,685 2,103	2 484	2 718	2,966	57,573 4,384 3,209	4,866 3,616	65,460 5,472 4,140		54,732 3,263 2,556	63.8%	63.2%	60.3%	61.2%	59.4%	58.9%	61.3%	60.3%		67.0%	65,700	71,278	78,094	85,235	91,471	97,756	102,774	108,471		exams taken.
80 Asian		2005/	06 2012 06 2012	27,864	29,699	30,165	33,113	33,830	35 841	38 337	40 042		36,100 9,287																				
81																													1				Graduating Senior data is provided by College Board in February. 2012-13 data
82 Graduating Seniors:		200-	00 2011	40 474	20.000	04 700	22 000	04.004	05.004	20.012	NINA				25.50	27.00	40.001	40.401	40 407	40.007	AD (2		EE 004										will be delayed by College Board until March 2014.
83 Students taking AP Exams 84 Students with AP exam score of 3 or higher		2005/	06 2014/15 06 2014/15	18,174	12,882	21,783 13,666	23,293 14,455	24,961 15,167	25,934 15,586	26,640 16,327	NYA NYA				35.5% 22.5%	37.2% 23.4%	4U.U% 24.8%	43.4% 26.4%	46.4% 27.9%	48.2% 29.6%	NYA NYA		55.0% 35.0%										
																																	Does not include 2013 summer grads. Unduplicated student count. A student had at least one score of 3+ in any year
85 Number of Students with scores of 3 or higher		2010/		14,926		<u> </u>		<u> </u>	14,926	15,738	16,407								25.4%	26.8%	28.4%	<u> </u>							58,744	58,810	57,833		prior to and including year of graduation.
86 Goal: Expand opportunities for MD high school stude 87 Number of Early College Programs 88 Students Enrolled in Early College Programs	Johnson	n early coll n 2012/ 2012/	ege experien 13 2014/15	1 201							1 201		10																H				+

								I	J	K	L	М	N O	Р	Q	R	S	T	U	٧	W	Х	Υ	Z A	AB	AC	AD A	E AF	AG AH	Al	AJ
Strategy IV: Close the "Readiness Gap" and Improve	ve Transitions Any addition						ll students This applies t	to all data be	fore the cu	rent reportin	ng period.							Note: Percer	nt of Populati	ion is auto	matically calcu	ılated. This nu	umber should	e used to ver	fy accuracy of rep	orting dev	ices				
3	Responsibl				Baseline	July 2006- June 2007	July 2007- June 2008	July 2008- June 2009	July 2009- June 2010	July 2010- June 2011	July 2011- June 2012	July 2012- July June 2013 June	2014		June 2007	June 2008	July 2008-	July 2009- June 2010	July 2010- J	July 2011- June 2012	July 2012 June 2013 .	July 2013- Iune 2014	Target Ba	eline July 2	006- July 2007 007 June 2008 .	July 2008- June 2009	July 2009- July : June 2010 June	2011 June 2012	July 2012- July 2013- June 2013 June 2014		Explanatory Comments
4 Contributing Actions/Deliverables	Agency St	taff Member	Year	Year	Total Achieved	Total Achieved	Total Achieved	Total Achieved	Total Achieved	Total Achieved	Total Achieved	Total T Achieved Ach	otal Total ieved Achieve	% of Population	% of Population	% of Population	% of Population	% of Population if	% of Population F	% of Population	% of Population I	% of Population	% of 1	otal Tot ulation Popul	al Total tion Population I	Total Population	Total To Population Popu	tal Total lation Population	Total Total Population	Total Population	
																															Data is derived by matching Natl Clearinghouse data with MSDE data.
Students Concurrently Enrolled in Secondary and			2009/10		3.604				3,604	3,829	3,693	NYA		6.1%				6.1%	6.5%	0.00/							50.075	744 58,810			Represents Enrollment only; does not mean student completed course
89 Post-Secondary Programs 90 Goal: Continue to annually increase the number of	students prof	ficient on st				rformance da	ans.	-	3,604	3,829	3,693	NYA		6.1%		1	1	6.1%	6.5%	6.3%							59,075 58.	744 58,810			successfully.
30 Goal. Continue to annually increase the number of	students proi	ilcient on st	ate asses	Silients an	d reduce per	Tormance ga	ips .																								MSA targets have been updated to align
																															with USDE-approved ESEA Flexibility request. Goal of reducing by half the
																															percentage of students who are not proficient within six years, using 2010-11
91 MSA: Mathematics 92 Grade 3	MSDE MSDE	Johnson	2005/06	2016-17										79.1%	78.6%	82.6%	84.3% 89.2%	86.0%	86.3%	87.8%	82.2%		93.2%								school year as starting point.
92 Grade 3 93 Grade 4 94 Grade 5	MSDE		2005/06	2016-17										73.4%	78.3%	80.5%	81.2%	83.1%	82.3%	85.3%	80.9%		95.2% 91.2%								
95 Elementary School % Proficient 96 Grade 6 97 Grade 7	MSDE MSDE	Johnson	2005/06	2016-17										65.7%	81.0% 71.9%	83.9% 75.8%	84.9% 76.0%	86.4% 79.8%	86.3% 81.0%	87.7% 83.0%	83.9% 77.1%		90.5%								
98 Grade 8 99 Middle School % Proficient	MSDE MSDE	Johnson	2005/06	2016-17										55.1%	61.3% 56.7% 63.3%	61.9%	72.0% 55.8% 71.2%	65.4%	66.0%	69.3%	67.0%		87.2% 83.0%								
100 MSA: Reading 101 Grade 3 102 Grade 4	MSDE MSDE MSDE														80.5%								92.6%								
102 Grade 4 103 Grade 5	MSDE MSDE	Johnson	2005/06	2016-17										81.8% 76.6%	86.0% 76.7%	88.5% 86.7%	86.6% 89.5%	87.4% 89.4%	88.7% 90.2%	89.8% 89.9%	88.2% 88.4%		94.4% 95.1%								
102 Grade 4 103 Grade 5 104 Elementary School % Proficient 105 Grade 6 106 Grade 7 107 Grade 8	MSDE MSDE	Johnson	2005/06											78.9% 71.8%	81.1% 76.6%	86.1% 81.8%	87.0% 83.4%	86.9% 86.1%	88.0% 83.8%	88.2% 84.5%	86.4% 84.1%		91.9%								
	MSDE MSDE	Johnson	2005/06	2016-17										67.0%	70.2% 68.3%	72.8%	80.2%	80.4%	82.7%	80.8%	81.0%		92.0% 91.4%								
108 Middle School % Proficient	MSDE	Johnson	2005/06											69.9%	71.7%	78.5%	81.8%	82.8%	83.5%	82.1%	83.4%										2011-12 Science Assessment data will
100 MSA: Science	MSDE		2007/08																												be available September 2012; 2007-08 is baseline year for grade 5 and 8
109 MSA: Science		Johnson	2007/08											64.1%		64.1%	63.7%	65.9%	66.8%	68.5%	67.0%										science Fully operational for first time in 2007/08
111 Grade 8	MSDE	Johnson	2007/08	2013-14										61.4%		61.4%	65.3%	67.7%	69.5%	70.7%	71.4%										2009 should be baseline; data are Grade
112 HSA: Biology				2013-14										85.5%		82.0%		84.5%		84.9%	85.8%							_			12 performance status High School Assessment data is
113 HSA: Algebra 114 HSA: English	MSDE MSDE		2008/09 2008/09											88.8% 86.6%		84.4% 82.0%	88.8% 86.6%	87.9% 83.7%	87.9% 85.2%	87.9% 86.4%	88.3% 86.4%		94.0% 92.6%								available in September.
115 Elementary School Performance Gaps (MSAs) 116 Math % proficient FARMS	MSDE	Johnson	2005/06												68.4%	73.4%	76.0%	78.3%	77.9%	79.9%	74.6%										
117 Math % proficient non-FARMS 118 Reading % proficient FARMS	MSDE MSDE	Johnson	2005/06											64.9%	88.1% 68.4% 88.3%	76.6%	90.7% 78.5%	78.6%	92.8% 80.3%	94.1% 80.6%	91.7% 77.9%										
115 Elementary Senoor Performance Gaps (MSAs) 116 Math % proficient FARMS 117 Math % proficient non-FARMS 118 Reading % proficient FARMS 119 Reading % proficient FARMS 119 Reading % proficient GARMS 110 Math % proficient non-FARMS 110 Math % proficient FARMS 111 Math % proficient FARMS 112 Math % proficient FARMS	MSDE																92.5%														
123 Reading % proficient FARMS	MSDE MSDE	Johnson	2005/06											71.6% 50.6%	42.4% 73.9% 53.3%	78.5% 63.4%	80.9% 69.1%	82.5% 71.3%	84.1% 72.4%	86.7% 70.6%	83.7% 72.8%										
124 Reading % proficient non-FARMS	MSDE	Johnson	2005/06											79.9%	81.0%	86.2%	88.9%	90.0%	91.1%	90.6%	91.3%										High School Assessment data is
125 High School Performance Gaps (HSAs) 126 Algebra I % proficient FARMS	MSDE	Johnson	2008/09											73.5%		70.7%	73.5%	72.6%	74.2%	73.8%	74.6%										available in September.
126 Algebra I % proficient FARMS 127 Algebra I % proficient non-FARMS 128 English 10 % proficient FARMS	MSDE MSDE	.lohnson	2008/09											88.3% 71.3%		88.1% 66.9%	88.3% 71.3%	87.6% 68.0%	87.1% 70.9%	88.5% 71.7%	74.6% 88.7% 71.8% 88.2%										
129 English 10 % proficient non-FARMS	MSDE													86.8%		85.9%	86.8%	84.6%	85.7%	88.1%	88.2%								<u> </u>		
130 Goal: Continue to annually increase the mean score	es of students	s participati	ing in natio	onai asses	sments and	reduce the p	errormance g	Įap																							Based upon small sample and voluntary participation. Students know scores do
131 Students Basic or Above on NAEP Assessments	MSDE	Johnson																													not "count." NAEP Assessments in Reading and
																															Mathematics are administered every other year. Results are released in
																															Decemebr of the following school year. Next administration will be during the
132 Math																															2012-13 school year (1/28 to 3/8/13) * Number of students is not provided by
133 Grade 4 134 FARMS Score 135 Non-FARMS Score		Johnson Johnson	2006	2020											80% 64%	na na	85% 74%	na na	86% 76%	na na	82.0% 69.0% 92.0%		95.0%								NAEP
Selection		Johnson Johnson	2006	2020											88% 74% 57%	na na	92% 75% 55%	na na na	94% 74% 55%	na na na	74.0% 60.0%		90.0%								
138 Non-FARMS Score		Johnson													80%	na	84%	na	84%	na	83.0%										
140 Grade 4 141 FARMS Score		Johnson Johnson	2006	2020											69% 48%	na na	70% 52%	na na	75% 58%	na na	77.0% 61.0%		85.0%								
142 Non-FARMS Score 143 Grade 8		Johnson Johnson	2006	2020											79% 76%	na na	81% 77%	na na	86% 80%	na na	86.0% 82.0%		85.0%								
144 FARMS Score 145 Non-FARMS Score		Johnson Johnson													61% 82%	na		na	63% 88%	na na	72.0% 89.0%										
146 Writing 147 Grade 4 148 Grade 8		Johnson Johnson Johnson												88% 87%			na na	na na	na na	na na											We recommend deleting the NAEP Writing lines. It was last administered in Maryland in 2002 and will not be tested
149 Science		Johnson															72.0%	na	na	na na											Will not be tested again until 2015
150 Grade 4 151 Grade 8		Johnson Johnson	2005											64% 54%			60.0%	na	64%	na											a contract and a second a second and a second a second and a second a second and a second and a second and a
152 Goal: Increase the high school graduation rate																															
																															Cohort grad rate data will be available late Jan/Feb 2014. Due to federal
152 High School Graduation Pate	Men	lohores																													regulations, definitions of the subgroups have changed since 2010 and cannot be
153 High School Graduation Rate 5-year Cohort (Reporting should occur at the end of	MSDE	Johnson																													validly compared across years.
154 the cohort, rather than in the year the cohort began) 155 Low Income Students	MSDE	Johnson Johnson	2009/10											84.6% 80.2%		na na	na na	84.6% 80.2%	85.5% 79.0%	86.32% 79.89%			88.6% 88.6%					-			
154 the cohort, rather than in the year the cohort began) 155 Low Income Students 156 African American 157 Hispanic		Johnson Johnson	2009/10 2009/10											80.2% 77.9% 78.2%		na na	na na	77.9% 78.2%	80.1% 77.0%	80.66% 77.59%			88.6% 88.6%								
158 Caucasian 159 Asian		Johnson Johnson	2009/10											89.7% 94.5%		na	na na	89.7%	90.4%	91.66%			88.6% 88.6%								
4-year Cohort (Reporting should occur at the end of	MOST			05:-																											2009/10 is the baseline year for accurate
160 the cohort, rather than in the year the cohort began) 161 Low Income Students 162 African American		Johnson												74.1%		na na	80.2% 72.1%	74.1% 74.0%	82.8% 73.7%	83.6% 74.9%			87.0% 87.0%								4-year cohort rate.
180 the cohort, rather than in the year the cohort began) 161 Low Income Students 162 African American 163 Hispanic 164 Caucasian 165 Asian		Johnson Johnson	2009/10											74.0% 73.4% 88.3%		na	71.3% 68.3% 87.7%	73.4%	71.8%	72.5%			87.0% 87.0% 87.0%								
165 Asian		Johnson												93.0%			91.7%						87.0%								
3-year Cohort (Reporting should occur at the end of 166 the cohort, rather than in the year the cohort began)	MSDE	Johnson	2009/10											1.3%		na	na	1.3%	1.5%	1.4%			na								 3-year cohort subgroup data are not required for federal reporting.
167 Low Income Students 168 African American 169 Hispanic		Johnson Johnson	2009/10 2009/10											1.8%		na na	na na na na	1.8%	1.8%	1.6% 1.5%			na na								
169 Hispanic 170 Caucasian		Johnson Johnson												1.6% 1.2%		na na	na na	1.6%	1.9%	1.3%			na na								· -

A	В	С	D	E	F	G	Н	I	J	K	L	M	N	0	P	Q	R	S	T	Ü	V	W	Χ	Υ	Z	AA	AB	AC	AD	AE	AF	AG	AH	Al	AJ
trategy IV: Close the "Readiness Gap" and Impro	ve Transitio	ons into Sch	ool, Higher	ducation, a	nd the Work	force for all	l students																												
Note:	Any additi	ions or chan	ges to previ	ous data sho	ould be ente	ered in red.	This applies t	o all data b	efore the cu	rrent reporti	ng period.								Note: Perce	nt of Popula	ation is autor	matically calcu	ulated. This r	number shou	uld be used	to verify acc	uracy of rep	orting devic	es						
	Respons	sible Parties	Baseline	Target	Baseline	July 2006-	July 2007-				July 2011-			Target	Baseline	July 2006-	July 2007-	July 2008-	July 2009-	July 2010-	July 2011-	July 2012-	July 2013-	Target	Baseline									Target	Explanatory Comments
						June 2007	June 2008			June 2011 Total		June 2013					June 2008 % of	June 2009 % of	June 2010 % of		June 2012 % of	June 2013 .			Total		June 2008 . Total	Total		June 2011		June 2013 Total			
Contributing Actions/Deliverables	Agency	Staff Membe	r Year	Year	Total Achieved	Total Achieved	Total Achieved	Total Achieved	Total Achieved	Achieved	Total Achieved	Total Achieved	Total Achieved	Total Achieved	% of Population	% of Population	% of Population	% or Population	% or Population	% of Population	% or Population	% of Population I	% of Population	% of Population	Population	Total Population		Population	Total Population	Total Population	Total Population		Total Population	Total Population	
Asian		Johnson	2009/10												2.0%		na	na	2.0%	2.1%	2.2%			na							,				
Asian ES Leaver Rate	MSDE	Johnson		2010															86.55%	87.01%	87.30%			85.5%											Includes all graduates, not just
Low Income Students		Johnson	2005/06												81.76%					85.60%				85.5%											
African American		Johnson	2005/06						ļ						78.89%					81.73%				85.5%											
Hispanic Caucasian		Johnson Johnson	2005/06						ļ						81.35% 89.38%					82.16% 90.92%				85.5% 85.5%											
Asian		Johnson																		96.37%				85.5%											
ASIdII		JUNITSUN	2003/06	2010											94.00%	34.4776	94.30%	94.07%	93.00%	90.37%	96.70%			65.5%											Data is available in the fall for
dents exiting high school having met USM																																			school year. Data cannot be ve
rance Requirements	MSDE	Johnson	2009/10			na	na	na	39,059	40.837	41.435	43.080					na	na	65.0%	68.6%	69.5%	72.3%		100.0%					60.091	59.529	59.661	59.587			MSDE. It is local report or
																																			There are limitations to this dat
																																			data system currently has only
																																			of course/grade data (2011-12
																																			The 13,060 student count only those 2013 graduates who
																																			Algebra 2 in the 11th or 12th gr
																																			Many students in the 2013 gra
																																			olany students in the 2013 grad class would have taken Algebra
																																			arades 9 and 10, so the 13,060
																																			grades 9 and 10, so the 13,060 count is understated.
								1			1					1																			Junit is understäted.
																																			These data will not be a true rel
dents Graduating High School who have passed							1	1	l	1						1																			he count until we have at least
ehra II	MSDE	Johnson		2012/13		na	na	na	na	na	na	13.060*					na	na	na	na	na														course/grade data.
							. 104	.iu	/Id	- IIG	, id	.0,000								110	1103														

Δ	В	C	D	F	F	G	н	1	T .	к		м	N	0	Р	0	R	s	т	-	V	w	Y	Y	7	ΔΔ	ΔB	ΔC	AD	ΔF	ΔF	ΔG	AH	ΔΙ	A.I
1 Strategy V: Enhance STEM Education									ū	- 10	_			0		ď	- 10	Ü		·					_			- 116		712	7 u	710	741	74	710
2 Note:											t reporting pe										ation is automat														
	Respo		Baseline	Target	Baseline	July 2006	5- July 2007	- July 2008 B June 2009	July 2009-	July 2010- June 2011	July 2011- June 2012	July 2012- June 2013	July 2013- June 2014	Target	Baseline	July 2006- June 2007	July 2007- June 2008	July 2008- June 2009	July 2009- June 2010	July 2010- June 2011	July 2011- Ju June 2012 Ju	ily 2012- J	July 2013- June 2014	Target	Baseline	July 2006- June 2007	July 2007- June 2008	July 2008-	July 2009- June 2010	July 2010- June 2011	July 2011- June 2012	July 201	12- July 2013 113 June 201	Target	Explanatory Comments
3																																			
4 Contributing Actions/Deliverables	Agency	Staff Member	Year	Year	Total Achieved	Total Achiever	Total	Total Achieved	Total Achieved	Total Achieved	Total Achieved	Total Achieved	Total Achieved	Total Achieved	% of Population	% of Population	% of Population	% of Population	% of Population	% of Population	% of Population Po	% of	% of Population	% of Population	Total Population	Total Population	Total	Total	Total Population	Total Population	Total	Total	Total	Total Population	
5 Goal: Triple the number of STEM teachers prep	red in Mar	yland for S	STEM disc	iplines, in	crease their	r five year	retention rat	e, and enha	nce the basic	STEM skill	s of all teach	ers	Hornorda	Tiorneved	T Opulation	T opulation	T Optimitor	1 opulation	Горишион	1 opulation	1 optication 1 o	opulation 1	Opulation	1 opulation	T Opdiditor	1 opulation	т оришион	T Opulation	T Opulation	1 optimion	T Opulation	i ji opulati	ion in operation	a i opalatio	
																																			Prior year data is restated. More accurate data is now
																																			available due to enhancements in interface between the
																																			Educator Information System and data collected and
Secondary School Teacher Certifications in STEM																																			reported by Local School Systems (see Tab III). In the past, this data element included both public and private
Disciplines Currently Teaching in MD Public																																			school teachers. The restated data represents certificate
6 Schools	MSDE	Satterfield	2010		10,580	na	na	na	10,580	10,943	11,106	11,262																							holders currently teaching in public schools only.
								1				I									1	T					1				1	1 -			Secondary educ teachers must have a content subject
																																			major; includes CS, CTE, Math, & Science categories; target from STEM Task Force Report. Actual 2012-13 data
																																			will be available October 2014. Projected 2012-13 data, via
																																			survey collection, is 338. MHEC will be able to report this
OTENA MD O-II A	MHEC																																		data beginning with 2013-14 graduates (Fall/winter 2013 grads in Spring 2014 and Spring/Summer 2014 grads in
STEM teachers graduating from MD Colleges & 7 Universities		Satterfield	2008		218	na	218	174	251	205	229	NYA		450																					grads in Spring 2014 and Spring/Summer 2014 grads in Dec. 2014)
																																			As part of RTTT, many IHEs are developing Elementary
																																			STEM programs either as a shift in the entire progam or as an endorsement area to add to an existing certificate.
Educators completing MD approved STEM teacher	MHEC																																		Programs are in development stage. There will be
8 education programs	MSDE	Satterfield	2014	2014	na	na	na	na	na	na	na	na										na													graduates in 3-4 years.
9 Goal: Expand enrollment in STEM-related CTE	orograms b	y 5% each	year.	,		_		,	_																										
10 STEM-related CTE Programs (total)	MSDE	Oliver	2005-06	2011-12	1953	3.653	5.112	8,323	11.326	14.074	16.259	17.793		14.778	0.7%	1.3%	1.9%	3.1%	4.2%	5.3%	6.3%	6.9%			271.449	272.575	260 222	267 200	266.627	264.055	259.870	256.83	ae .		Total population = total high school students. Source: MD Report Card. Target is 5% annual growth.
11 Students Enrolled in Pre-engineering (PLTW)											11,468			10,437	0.776	1.576	1.070	J. 176	4.270	3.376	0.576	0.576			271,443	212,313	205,222	207,300	200,027	204,000	239,070	230,00	~		Data is available in August
																																			-
12 Students Enrolled in Biomedial Sciences (PLTW) 13 Students Enrolled in IT Networking (Cisco)				2011-12	na 369	63 679	181 960	440 1,197	659 1.464	983 1.513	1,348	1,928 2 107		1,032																					Data is available in August Data is available in August
Students Enrolled in IT Programming (NAF,	IVIODE	Olivei	2003-06	2011-12	309	6/9	900	1,197	1,404	1,513	1,575	2,107		1,009																			-		Data is available in August
14 Oracle)	MSDE			2011-12	180	398	743	1,590	2,161	1,638	1,868	2,036		1,720																					Data is available in August
15 Goal: Develop Teachers Hub to provide resource	es/support	t to STEM	teachers																																The body of the control of the contr
16 # Specialists in Classrooms	MBRT	Streckfus	2010	2013		0	na	na	na	na	29	60		60			na	na	na	na															Trained 150 specialists in bio, chem, phys, alg to date for 2013-14. Expect 250 by spring.
						-	IId	TIG.	710	- IIG	-20	- 00					- id	- rid	- 140	- id								<u> </u>				+			Hundreds of teachers at 49 STEM Innovation School being
17 # Teachers Using the STEMnet Hub		Streckfus	2010	2013		0	na	na	na	na	2	20		12			na	na	na	na	0.1%										1,600				trained to use specialists in 2013-14
18 Goal: Develop Student Hub to engage students	n STEM co	ourses/care	eers					1			1 1											-						1				_			Highly active upore of the student but increased 4.29/
19 # Students Using the STEMnet Hub	MBRT	Streckfus	2010	Dec-13		0	na	na	na	na	na	12,946		1,000			na	na	na	na	na						1					1			Highly active users of the student hub increased 12% between 2011 and 2012
20 Goal: Continue to annually increase the number	of student	s taking S	TEM AP ex	xams and	the number							,,,,,,,		,,,,,,,		1																			
21 STEM AP Tests Taken	MSDE	Johnson	2005-06	2010	19935	22,817	24,253	26,207	28,018	29,133	31,043	33,021		34,212																					AP data is available in September.
22 STEM AP Tests with a score of 3 or higher	MSDE	Johnson	2005-06	2010	13240	14 481	14.912	16.005	16.725	17.257	19.078	23 472		21 345	CC 40/	62.50/	61.5%	64.40/	50.70/	E0 20/	64 50/	74 40/			19 935	22 817	24.253	26.207	28.018	29 133	31 043	22.02			AP data is available in September. Total population is total number of STEM AP tests takn.
22 STEW AF Tests with a score of 3 or higher	IVIODE	Jurinson	2005-06	2010	13240	14,481	14,912	10,005	10,725	17,257	19,078	23,472		21,345	66.4%	63.5%	61.5%	61.1%	59.7%	59.2%	61.5%	/1.1%			19,935	22,817	24,253	26,207	∠8,018	Z9,133	31,043	33,02	7		HUHIDEI UI O I EWI AF LESIS IAKTI.

A	В	С	D	Е	F	G	Н		J	К	L	М	N	0	Р	Q	R	S	T	U	V	W	Х	Υ	Z	AA	AB	AC	AD	AE	AF	AG	AH	Al	AJ
Strategy VI: Expand CTE																																			
Note:	Any addit Respo		•	revious d Target	ata should be					09- July 2010		July 2042	luk. 2042	Target	Deceline	July 2006	July 2007					July 2012- Jul								July 2040	July 2044	July 2042	- July 2013-	Target	Explanatory Comments
	Par		Daseillie	rarget		June 20	007 June 200	08 June 200	09 June 20	010 June 2011	June 2012	June 2013	June 2014			June	June 2008	June 2009	June 2010	June 2011	June 2012	June 2013 Jur	ne 2014	arget		June .	June 2008	June 2009	June 2010	June 2011	June 2012	June 2013	3 June 2014	-	Explanatory Comments
Contributing Actions/Deliverables	Agency	Staff Member	Year	Year	Total Achieved	Total Achieve	Total ed Achieve	Total d Achieve	d Achieve	Total ed Achieved	Total Achieved	Total Achieved	Total Achieved	Total Achieved	% of Population	% of Population Ac	Total chieved Poo	% of pulation P	Total opulation P	Total opulation	Total Population	Total Population	Total Population	Total Population	Total Population	Total Population	Total Achieved	Total Population							
Goal: Increase the number of CTE graduates p	repared fo	r college :	and career	s by 10 no	ercent by 2015																														
Obal. Interesse the Hamber of OTE graduates p	l cparca io	Conege	lia career	J 59 10 pc	Tour by 2010																											I			Baseline CTE enrollment includes students in a CTE
																																			course related to a CTE Program of Study. Total Population = total number of high school students; S
																																			MD Report Card. Data is available late December fo
Total CTE Participants	MSDE	Oliver	2005/06	2014/1	119,997	119,86	35 128,58	107,61	5 111,38	30 117,339	116,144	111,189		125,858	44.2%	44.0%	47.8%	40.2%	41.8%	44.4%	44.7%	43.3%	4	16.2%	271,449	272,575	269,222	267,388	266,627	264,055	259,870	256,836			prior school year. Total population = all CTE students. Data is available
Total CTE Concentrators	MSDE	Oliver	2005/06	2014/1	22,493	22.80	2 20.836	21.456	24.16	1 23.433	21.224			23.942	16.7%	19.0%	16.2%	19.9%	21.7%	20.0%	18.3%		2	20.0%	134.651	119.865	128.582	107.615	111.380	117.339	116,144				December for the prior school year.
																																			Total population = number of high school graduates;
Total CTE Graduates	MSDE	Oliver	2005/06	2014/1	13.892	15.04	0 12 676	11 786	11 40	4 11.452	12.527			15 702	25.0%	26.1%	21 4%	20.2%	19.3%	19.5%	21.3%		9	77.4%	55 538	57 564	59 171	58 304	59 078	58 745	58 811				Source: MD Report Card. Data is available late Dece for the prior school year.
CTE Graduates Who Also Meet USM Entrance							,	1311.00	,										13.376		2.1.0,10				00,000	0.100.			00,0.0	00)110					Total Population = CTE graduates; Data is available
Requirements	MSDE	Oliver	2005/06	2014/1	7,024	7,666	6,294	5,694	5,836	6,059	6,921			8,433	50.6%	51.0%	49.7%	48.3%	51.2%	52.9%	55.2%		5	56.1%	13,892	15,040	12,676	11,786	11,404	11,452	12,527				December for the prior school year.
Goal: Fully implement Maryland's 43 CTE prog	rams of st	ıdy																																	
																																			Realignment of CTE Programs based on State Advis
Maryland CTE Programs of Study Fully																																			Group, included consolidation of several programs, s
Implemented	MSDE	Oliver	2005/06	2014/1	5 10	30	33	35	37	38	38	39		43	23.3%	69.8%	76.7%	81.4%	86.0%	88.4%	88.4%	90.7%	10	00.0%	43	43	43	43	43	43	43	43		43	as Culinary Arts, Health Professions and Engineerin
	MSDE,																																		Realignment of CTE Programs per State Advisory G
CTE Programs of Study with at least 1 Affiliate	MBRT, DLLR								21																										included consolidation of several programs, such as
Partner	DLLR	Oliver	2005/06	2014/1	5 1	5	11	13	21	22	23	27		43	2.3%	11.6%	25.6%	30.2%	48.8%	51.2%	53.5%	62.8%	10	00.0%	43	43	43	43	43	43	43	43		43	Culinary Arts, Health Professions and Engineering
Goal: Increase the number of CTE graduates e	arning ind	ustry certi	fications a	nd/or lice	nses related t	o their prog	gram of study																												
																																			The 2014/15 target is a federal target. Data is availal December for the prior school year. Total population
CTE Graduates Earning Industry																																			CTE concentrators in programs with technical
Certification/Licensing	MSDE	Oliver	2008/09	2014/1	3,403	na	na	3,403	2,993	4,001	4,681			4,915	35.2%	na	na	35.2%	57.8%	65.3%	77.3%		6	62.2%	9,676	na	na	9,676	5,181	6,127	6,053			8,626	assessments. The 2014/15 target is a federal target. Data is availal
																																			December for the prior school year. Total population
CTE Students who go on to Post-Secondary	MSDE,																																		CTE graduates included in administrative records
Institutions and/or Employment (Placements)	MHEC	Oliver	2007/08	2014/1	5 3,124	na	3,124	3,257	5,904	8,642	8,615			9,074	78.1%	na	78.1%	75.6%	72.3%	75.8%	74.8%		7	79.7%	4000	na	4,000	4307	8,167	11,404	11,520			11,039	exchange.
																																			The 2014/15 target is a federal target. Data is availa
CTE Concentrators exiting high school who have	MODE	O.																																	December for the prior school year. Total population
net HSA Requirements in Reading	MSDE	Oliver	2007/08	2014/1	5 11,866	na	11,866	16,995	19,49	1 19,315	17,998			19,508	59.7%	na	59.7%	83.0%	80.7%	82.4%	84.8%		8	36.3%	19,877	na	19,877	20,476	24,161	23,433	21,224	+	+	23,878	CTE Concentrators taking high school assessments
																																			The 2014/15 target is a federal target. Data is available
CTE Concentrators exiting high school who have met HSA Requirements in Math	MSDE	Oliver	2007/22	2014/1	5 11.792		11,792	17.910	21,00	1 20.000	18.709			20.400	60.5%	na	60.5%	02.50	06.00/	00.00	00.20/			20.60/	19.501		19.501	21.456	24.461	22.422	24 22 4			24.204	December for the prior school year. Total population CTE Concentrators taking high school assessments.
mor nor requirements in water	MODE	Olivel	2007/08	2014/1	11,/92	na	11,792	17,910	21,00	1 20,293	18,709			20,496	60.5%	na	60.5%	83.5%	86.9%	86.6%	88.2%		1 8	38.6%	19,501	na	19,501	21,456	24,161	23,433	21,224	1	1	24,284	OTE OCHOCHICALOTS LANING HIGH SCHOOL ASSESSMENTS

	B	С	D	F	F	G	н			К		М	N	0	P	0	R	s	T I	V	w	X	V	7	ΔΔ	ΔR	AC.	AD	ΔF	ΔF	ΔG	ΔH	Al	Al
Strategy VII: Provide Teacher & Principal St		Ü	U	L		Ü			Ü	IX.	L		.,	Ü		ч	11	Ü	·					_	701	740	no	745	7112	74	710	/311	74	7.0
		ons or chan	ges to previ	ous data si	hould be er		. This applie	es to all data	a before the	current repo	ortina period	1.						N	ote: Percent of F	nulation is au	tomatically	alculated. Thi	s number she	ould be used	to verify a	curacy of n	enorting des	rices						
		ble Parties				July 2006-	July 2007-	July 2008-	July 2009-	July 2010-	July 2011-	July 2012-	July 2013-	Target	Baseline	July 2006-	July 2007- Ju	ly 2008- J	uly 2009- July 2	10- July 201	I- July 201	2- July 2013-		Baseline	July 2006-	July 2007-	July 2008-	July 2009-	July 2010-	July 2011-	July 2012-	July 2013-	Target	Explanatory Comments
		Staff			Total	June 2007 Total	June 2008	June 2009 Total	June 2010	June 2011 Total	June 2012 Total	June 2013 Total	June 2014 Total		% of	June 2007 % of	June 2008 Ju % of	ne 2009 J % of	une 2010 June % of %	011 June 201 % of	2 June 20 % of				June 2007 Total	June 2008 Total	June 2009 Total	June 2010 Total	June 2011 Total	June 2012 Total	June 2013 Total	June 2014 Total	Total	
Contributing Actions/Deliverables	Agency	Member	Year	Year	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Total Achieved P	% or Population	% of Population		% of nulation P		tion Population			% of Population	Total Population	Population	Population	Population	Population	Population	Population	Population	Population	Population	
Goal: Increase the percentage of highly qualifi	ed teachers	s in core aca	demic subje	cts and the	e percentag	ge of effective	ve and highl	y effective t	teachers				-			1				1	1	_	1	Т										Please note data calculation revision for elementary
																																, '		schools between 2008-2009 and 2009-2010 caused
Core academic classes taught by highly qualified teachers	MSDE	Gable	2005/06	2015	112.452	100.875	97.833	97.459	170 702	183,797	187.007	191 746			79.4%	82.2%	84.6% 8	88.5%	91.7% 92		93.8%		04.50/	142 020	122.653	115.692	110.182	196.065	198.819	200.923	204,406	, '		increase in the number of classes taught by highly of teachers. Data available late June.
teduticis	MODE	Gable	2003/00	2013	113,432	100,073	81,000	57,405	175,752	103,797	107,007	151,740			10.470	02.276	04.076	00.376	91.7% 92.	% 93.1%	93.8%	-	91.5%	142,520	122,000	113,052	110,102	150,003	150,015	200,823	204,400	-		teachers, Data available late Julie.
Goal: Expand strategies to recruit and retain to	eachers and	principals,	including al	ternative t	raining and	placement	programs																											
																																, '		Actual 2012-13 data will be available October 2014. will be able to report this data beginning with 2013-1
Teachers Graduating from MD Public/Private																																1		graduates (Fall/winter 2013 grads in Spring 2014 an
Teacher Education Programs	MSDE	Satterfield	2005/06	2010-11	2,601	2,492	2,657	2,489	2,451	2,889	3,075			2,500																				Spring/Summer 2014 grads in Dec. 2014).
Teachers with Advanced Professional Certificate in MD Public Schools	MSDF	Satterfield	2006/07		32 640	32 640	35 898	38 126	39.943	41 314	39 650	42 121				55.0%	59.6%	64.3%	67.3% 69.	68.0%	71 9%				59 322	60.207	59 321	50 370	59.330	58 351	58 544	, ,		2012-13 data from July 2013 collection.
					0210.10	0210.0	00,000	00,120			00,000	,													331022		55,02	55,51	00,000		00(0	, ,		
																																, '		Includes first and second year teachers using the R Restated prior year data beginning with 2009-10 du
																																1		new web-based system providing enhanced accura
																																, '		new web-based system is expected to be fully deve
																																, '		tested and fully functional by Fall 2014. Data going from 2012-2013 can be validated for accuracy, with
																																, '		declining accuracy in previous years since web use
																																, ,		re-creating old data for entry into a new system. The necessary since the current EIS system does not pro-
																																۱ ۱		
Teachers with Resident Teacher Certification																																		historical data that allows us to track RTCs after the expiration of that certificate. Enhancements to the E
Teachers with Resident Teacher Certification (Alternative Preparation) in MD Public Schools	MSDE	Satterfield	2006/07		619	619	725	641	1,008	1,199	845	869				1.0%	1.2%	1.1%	1.7% 2.0	6 1.4%	1.5%				59,322	60,207	59,321	59,370	59,330	58,351	58,544			historical data that allows us to track RTCs after the
			2006/07		619	619	725	641	1,008	1,199	845	869				1.0%	1.2%	1.1%	1.7% 2.0	6 1.4%	1.5%				59,322	60,207	59,321	59,370	59,330	58,351	58,544			historical data that allows us to track RTCs after the expiration of that certificate. Enhancements to the E
(Alternative Preparation) in MD Public Schools Goal: Professional Development Experiences MSDE Sponsored Professional Development	of Principal	s			619		120	011		1,100	040	000				1.0%	1.2%	1.1%	1.7% 2.0	6 1.4%	1.5%				59,322	60,207	59,321	59,370	59,330	58,351	58,544			historical data that allows us to track RTCs after the expiration of that certificate. Enhancements to the fi
(Alternative Preparation) in MD Public Schools Goal: Professional Development Experiences MSDE Sponsored Professional Development Experiences of Principals			2006/07		619	619 na	725 1,076	1,276	1,008	1,199	845 4,448	869 4,095				1.0%	1.2%	1.1%	1.7% 2.0	5 1.4%	1.5%				59,322	60,207	59,321	59,370	59,330	58,351	58,544			historical data that allows us to track RTCs after the expiration of that certificate. Enhancements to the E
(Alternative Preparation) in MD Public Schools Goal: Professional Development Experiences MSDE Sponsored Professional Development	of Principal	s			619		120	011		1,100	040	000				1.0%	1.2%	1.1%	1.7% 2.0	6 1.4%	1.5%				59,322	60,207	59,321	59,370	59,330	58,351	58,544			historical data that allows us to track RTCs after the expiration of that certificate. Enhancements to the B
(Alternative Preparation) in MD Public Schools Goal: Professional Development Experiences MSDE Sponsored Professional Development Experiences of Principals MSDE Sponsored Professional Development Experiences of Principal Supervisors (Executive Officers)	of Principal MSDE	Gable			619		120	011		1,100	040	000				1.0%	1.2%	1.1%	1.7% 2.0	5 1.4%	1.5%				59,322	60,207	59,321	59,370	59,330	58,351	58,544			historical data that allows us to track RTCs after the expiration of that certificate. Enhancements to the E
(Alternative Preparation) in MD Public Schools Goal: Professional Development Experiences MSDE Sponsored Professional Development Experiences of Principals MSDE Sponsored Professional Development Experiences of Principal Supervisors (Executive	of Principal MSDE	S Gable	2007/08		619		120	011		1,100	040	4,095				1.0%	1.2%	1.1%	1.7% 2.0	5 1.4%	1.5%				59,322	60,207	59,321	59,370	59,330	58,351	58,544			historical data that allows us to track RTCs after the expiration of that certificate. Enhancements to the E
(Alternative Proparation) in MD Public Schools Goal: Professional Development Experiences MDDE Sponsored Professional Development Experiences of Principals MDDE Sponsored Professional Development Experiences of Principals Experiences of Principal Supervisors (Executive MDDE Sponsored Professional Development Experiences of Principal Supervisors (Executive MDDE Sponsored Professional Development Experiences of Aspiring Principals	MSDE MSDE	Gable Gable Gable	2007/08		619		120	1,276	976	817	4,448	4,095				1.0%	1.2%	1.1%	1.7% 2.0	6 1.4%	1.5%				59,322	60,207	59,321	59,370	59,330	58,351	58,544			historical data that allows us to track RTCs after the expiration of that certificate. Enhancements to the B
(Alternative Preparation) in MD Public Schools Goal: Professional Development Experiences MDSE Sponsored Professional Development Experiences of Principals MDSE Sponsored Professional Development Experiences of Principal Supervisors (Executive Officers) MDDE Sponsored Professional Development Experiences of Principal Supervisors (Executive Officers) MDDE Sponsored Professional Development Experiences of Aspiring Principals Goal: Reduce attrition among effective and high	MSDE MSDE	Gable Gable Gable	2007/08		619		120	1,276	976	817	4,448	4,095				1.0%	1.2%	1.1%	1.7% 2.0	5 1.4%	1.5%				59,322	60,207	59,321	59,370	59,330	58,351	58,544			historical data that allows us to track RTCs after the expiration of that certificate. Enhancements to the l
(Alternative Proparation) in MD Public Schools Goal: Professional Development Experiences MDDE Sponsored Professional Development Experiences of Principals MDDE Sponsored Professional Development Experiences of Principals Experiences of Principal Supervisors (Executive MDDE Sponsored Professional Development Experiences of Principal Supervisors (Executive MDDE Sponsored Professional Development Experiences of Aspiring Principals	MSDE MSDE MSDE MSDE	Gable Gable Gable	2007/08 2012/13 2008/09			na na	1,076	1,276	976	817	4,448	4,095 895 560				1.0%			111 75 400		13070				U.S. C.E.	00,201		55,510		50,50	58,544			historical data that allows us to track RTCs after the expiration of that contribute. Enhancements to the England system as a result of RTTT will allow that interface.
(Alternative Preparation) in MD Public Schools Goal: Professional Development Experiences MDSE Sponsored Professional Development Experiences of Principals MDSE Sponsored Professional Development Experiences of Principal Supervisors (Executive Officers) MDDE Sponsored Professional Development Experiences of Principal Supervisors (Executive Officers) MDDE Sponsored Professional Development Experiences of Aspiring Principals Goal: Reduce attrition among effective and high	MSDE MSDE MSDE MSDE MSDE MSDE MSDE	Gable Gable Gable Gable Satterfield	2007/08		2,629		120	1,276	976	817	4,448	4,095				1.0%	4.6%	3.7%	3.1% 2.6		2.8%				59,322	60,207	59,321 59,321 59,321	59,370	59,330	58,351 58,351	58,544			historical data that allows us to track RTCs after the expiration of that certificate. Enhancements to the E